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ABSTRACT

This report describes 11 effective compensatory education programs in Oregon schools funded under Chapter 1 of the Education Consolidation and Improvement Act. One high school, four middle school, and six elementary school programs are profiled. Each profile includes the following information: (1) demographics; (2) staffing; (3) parent involvement; (4) instruction; (5) computer-assisted instruction; (6) materials; (7) organization; (8) management and expectations; (9) physical environment; (10) instrument for assessment; and (11) objectives. Programs were selected on the basis of a 3-year review of student performance on standardized tests. Although each of the programs has its own style and methods of teaching, the following common factors are reported: (1) low student-teacher ratio; (2) on-task behavior and student accountability; (3) direct instruction; (4) active participation; (5) emphasis on skills; (6) realistic objectives and expectations; (7) special teacher training and certification; (8) energetic, dedicated, skilled, caring teachers; (9) carefully selected materials; (10) strong coordination with the regular classroom curriculum; and (11) parent involvement. (FMW)

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Chapter 1 in Oregon

EFFECTIVE CHAPTER 1 PROGRAMS IN OREGON

1990

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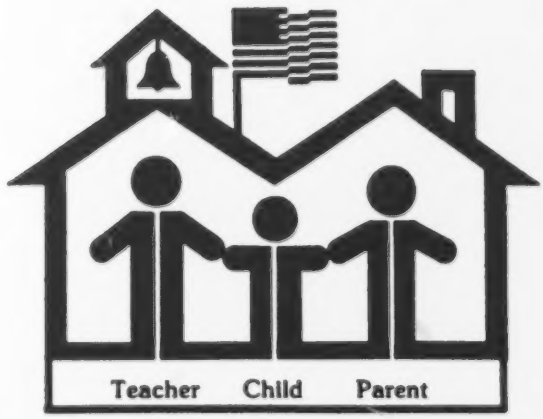

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EFFECTIVE CHAPTER 1 PROGRAMS

IN OREGON

Collected and Written
by
Phyllis Berrum

May 1990

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FOREWORD

This document represents our first efforts to identify, from a longitudinal evaluation perspective, the most effective Chapter 1 programs in Oregon. It is hoped that you, the reader, might see the program commonalities as you read the eleven program descriptions. It is our further hope that these ideas might give each of you ideas that will help children learn in a more effective manner.

Good Reading,

Cliff Eberhardt

Cliff Eberhardt
Special Student Services
Chapter 1 Program

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DATA COLLECTION PROCEDURES

The first step in gathering data for this document was going through all the test results reported for each Chapter 1 program around the state for the three preceding school years (1985-86, 1986-87, 1987-88). In order to ensure the validity of the data, certain limits were set. Statistical errors were factors which created a situation out of the norm, such as too small of a student enrollment, tests administered out of the norming dates, or gains that were too great. Schools which had no negative NCE scores and no statistical errors were listed with their NCEs for each of the three years. Schools maintaining the highest scores over the three-year period were the eleven schools contacted for visitation. Each site was visited for one school day, during which instruction was observed, materials were examined, and staff were interviewed.

Before the visitations were made, an observation checklist was developed. Information was gathered on the demographics of the community, the school, and the district. The training and experience of the staff were noted. Questions were asked about the amount and type of parent involvement. Close attention was paid to the type of instruction, use of computer-assisted instruction, materials used, program organization, classroom management, teacher expectations, objectives, the physical environment, and the instrument used for assessment.

Site visits were made in the spring of 1989, during the months of April and May. All the sites were visited by the same individual to eliminate observation variance.

CONCLUSIONS

Each of the eleven identified programs has its own style and methods of teaching. There are, nevertheless, some common factors.

STUDENT/TEACHER RATIO: All of the programs dealing with primary grades have very low student/teacher ratios--five or fewer children per instructor. The middle school, junior high, and high school have much larger groups.

ON-TASK BEHAVIOR AND ACCOUNTABILITY: None of these teachers allows time wasted. In each instance, students are well aware of the objectives and stay on task working toward them. They are held accountable for their behavior and their assignments.

DIRECT INSTRUCTION: Without exception, each program includes much direct instruction.

ACTIVE PARTICIPATION: None of these programs is passive or lecture-type structures. Rather, they all feature teachers who are skillful at keeping each student actively involved in the lesson.

SKILLS-BASED: Each program has a heavy emphasis on skills. The lower grades teach a lot of phonics and word structure. The middle and upper grades concentrate more on comprehension and higher level thinking skills.

OBJECTIVES/EXPECTATIONS: Each teacher sets realistic, but high, expectations for his/her students. Their objectives for students all include improved skills and measurable growth in reading, success in the regular classroom, and self-esteem.

TEACHER TRAINING: Each teacher has special training and certification to teach reading.

TEACHER INFLUENCE: Possibly the most important common factor of these programs is energetic, dedicated, skilled, caring teachers. In each program, the teachers were observed being totally caring and positive with their students. Each one has created a nurturing environment. They truly like their students and are intent on giving them the skills necessary to be successful and to become lifelong learners.

MATERIALS SELECTION: The teacher in each of these programs selects materials very carefully, paying close attention to interests of the students, appropriate reading levels, and variety. They always aim to select things which will keep the students challenged without setting them up to fail or become frustrated.

COORDINATION OF PROGRAMS: Six of the programs place a heavy emphasis on weekly planning which is coordinated with the classroom and reinforces skills and vocabulary being taught in the regular classroom.

MUTUAL RESPECT: In each program visited, the observer clearly had a sense that there was mutual respect between students and staff.

PARENT INVOLVEMENT: Each of these exemplary programs has made a supreme effort to involwe the parents and to keep the communication going between home and school. Seweral of the teachers send things home which are designed to get the parent involved in reading with the child, several have activity and award nights in an effort to increase parent turnout, and they all make frequent phone contacts with parents, as well as conferences and progress reports.

SOUTH ALBANY HIGH SCHOOL
Albany, Oregon - Linn County
Teacher: Rob Norman, 967-4522
Coordinator: Chuck Moore, 967-4552

DEMOGRAPHICS: South Albany High School is located in South Albany. Albany is a mill town populated predominantly by English-speaking lower middle class Anglo people. The district's elementary schools feed into three middle schools which feed into two high schools.

South Albany High School has an enrollment of 950.

STAFFING: The program is staffed by one full-time teacher who has his reading endorsement and his handicapped learner endorsement. He has eleven years of teaching experience and has worked with every grade level from 1-12.

There are no instructional assistants.

PARENT INVOLVEMENT: Parents are kept informed of missed work and of work which can be done for extra credit. There is a Parent Advisory Committee. Contacts with parents on a planned/scheduled basis were tried with little results. Contacts are now made if a problem arises.

INSTRUCTION: Method of instruction is varied. The teacher reports that he follows a pretty set plan, but does not try to do any one thing in too intense a manner. He intersperses things which are not too structured with those which are.

Students are trained to take the role of the teacher and lead the instruction. He feels this gives them a needed opportunity to share the "power". During the observation, one student conducted a lesson (assisted by the teacher as needed) which began with vocabulary and went to reading and discussing a selection.

He does more direct instruction at the beginning of the school year. He teaches a writing strand and includes lots of phonics.

During one class period, the teacher did a lesson for the whole group on vowel sounds and multisyllabic words. During the lesson, he asked for continual overt responses from the group and kept them all actively involved in the lesson. The lesson used lots of transparencies. Following the whole group lesson, the students did a variety of activities, all of which appeared to have been preplanned. Some were on the computers, some were reading in trade books, and some were doing other activities, such as word searches. Two students worked together on reading a passage.

Throughout the day, the teacher was monitoring the students closely.

He keeps the pace moving and keeps the students involved. He includes a lot of oral reading, discussion, and questioning techniques.

Students are held accountable for corrections.

COMPUTER-ASSISTED INSTRUCTION: Computers are an integral part of his program.

MATERIALS: He uses a lot of SRA and Engelmann materials, such as Reading Mastery VI, Skills Application, Corrective Reading Program, Concept Applications, and Expressive Writing. Other materials include: A Better Reading Workshop, Fixing Your Car Reading Series, RD 2000, Real Life Reading Skills, and Now Age Illustrated Books (classics).

At the beginning of each year, he uses the Multisyllabic Word Reading Program which is an intensive 19-day direct instruction skill program for decoding.

He also uses trade books, cassettes, and magazines, such as Auto Trader, Flying, Cycle World, and Mechanics Illustrated.

Computer software is mostly from MECC and includes programs such as Word Wizard, Keyboarding, Compounds, Suffixes, Driver Ed, Appleworks, Puzzles, Oregon Trail, Mind Puzzles, and other reasoning/thinking programs.

Most materials used are about a fifth-grade readability level.

ORGANIZATION: There are five 55-minute periods which meet daily.

Lessons for the day are written on the board. Activities are varied, but the routine, which the students know, is maintained. Most of the students are also in Resource Room. Lessons are adapted to meet the needs of the students.

It is a pull-out program. The teacher-pupil ratio is 6 or 7:1.

MANAGEMENT AND EXPECTATIONS: He gets the lesson started right away and does not waste time. Students seem to know the routine and what they are expected to do. He is in control, but pretty "kicked back" and definitely not authoritarian or confrontive. He keeps the lessons moving and the students actively involved and on task. When one student began to lag, he had her lead by using the pen to underline on the board. He gives them work to accomplish and holds them accountable. They know they can have free choice time at the end of the period when the work is finished. He gives lots of positive, verbal reinforcement. They have occasional "parties" with a video and chips, etc. All requirements and contingencies are made clear. The students demonstrate an attitude of helpfulness toward one another.

Being well aware that he is working with at-risk students, he incorporates lots of work on the affective and strives to meet their needs. He sets reasonable, but high expectations for his students. He does not test a lot as he feels it creates too much pressure for these students.

PHYSICAL ENVIRONMENT: The room is an average size classroom with adequate lighting. It is attractive and colorful. It has interesting bulletin boards which are designed to encourage reading and learning. An overhead projector and screen are at the front of the room and a chalkboard is off to one side. A computer is also in the front at the right. There are interest centers at the back. The desks are chairs with side arms and are moved quickly and easily as the need arises.

INSTRUMENT FOR ASSESSMENT: He stated that sometimes the Stanford or the Woodcock are used for eligibility, but usually the CTBS is given in September.

The CAT is given fall-to-spring for evaluation.

OBJECTIVES: The teacher believes in sequential phonics and skills instruction. His goals for his students are: to increase and strengthen fluency and comprehension, to be literate, to enjoy reading and be lifelong readers, to be better writers, and to pass the district basic competency (seventh-grade level). He also strives to meet their human needs.

MEMORIAL MIDDLE SCHOOL
Albany, Oregon - Linn County
Teacher: Joyce Wahl, 967-4537
Coordinator: Chuck Moore, 967-4552

DEMOGRAPHICS: Albany is a mill town. Its populous is predominantly blue collar, lower middle class, English-speaking Anglo.

Memorial Middle School has an enrollment of 520 students in grades 6-8. Free or reduced lunch is received by 106.30.

There are five ESL students in the school.

STAFFING: The teacher has a Bachelor of Arts degree in Speech and Journalism. She has a Master's degree in Reading and is certified to teach reading in grades K-12. She taught Developmental Reading in Boston for five years and Language Arts in a "special opportunities" class for one year. She team-taught Chapter 1 (Title I) for four years and has taught Chapter 1 in Albany for seven years.

There is one full-time instructional assistant. She has a high school education and has 10 years experience, mostly in general elementary doing playground duty and clerical work. Her duties in the Chapter 1 program are mostly clerical, but she does some one-on-one and helps to monitor students.

PARENT INVOLVEMENT: She keeps all of the students' papers each quarter. She sends them home at the end of the quarter and gives the student two points to begin the next quarter if they bring them back with a parent's signature.

Conferences are scheduled in November, but the response is very poor.

She schedules three meetings each year, but gets a very light turnout. She has an introductory meeting in the fall and a second meeting on a "timely topic" at which she may schedule a speaker. At the third meeting, the students put on a play for the parents.

She makes lots of phone calls and reports that this seems to get the best results.

METHOD OF INSTRUCTION: She uses an ITIP approach to teaching. She is always interacting with her students. She does some whole group instruction and some small group activities. She varies the activities and sets a lively pace. There is never a moment wasted. She includes games and computer activities and keeps the students actively involved in a variety of innovative and effective ways. The greatest emphasis is on higher level thinking skills. She is an expert at explaining and modeling. She walks her students through the metacognitive strategies as she shows them exactly what the process is and how to use it for effective reading.

She asks for frequent feedback and gives her students abundant feedback on their performance.

She sets a rapid pace, varies the activities, and allows no time to be wasted. She introduces the targeted skill and plans lots of exercises and activities to give drill, practice, and practical application of that skill.

She focuses on a vocabulary word each week. She uses a variety of brief, daily activities to use this word in context. She then puts it up on the wall where it is added to previously taught words. Each week they review some of the words which decorate the walls all around the room.

COMPUTER-ASSISTED INSTRUCTION: There are three computers in the room which are used to reinforce skills and as a motivator. Time on the computer is earned by completing assignments or working on a "contract"-type arrangement to earn an amount of time.

The programs which she has purchased lean heavily toward reasoning/thinking skills.

MATERIALS: This room abounds with materials and the teacher keeps up with new ideas. Because her students span three grades and she has some of them for two to three years, she is always on the lookout for materials which will interest her students that are written at an appropriate reading level.

Examples of some of the most used materials are magazines such as Stars, Action, Read, and US Express. Other favorites are Skillpacers, Skillboosters, Spotlight on Literature, Scope Play Series, Accent on Reading Skills, Impact on Reading, Reading Attainment System, Random House Achievement Program, Real Stories, Distinguishing Between Fact and Opinion, Competency Reading Series (Judging and Arranging Information, Finding Patterns, Analyzing Content, Examining Words and Meanings, Interpreting Visual Information, Developing Basic Study Skills), Pinpoint Critical Reading Skills Series, High Action Reading for Comprehension, Reading Skills in Action, Keystones for Reading, Science Fiction Stories, Retell Readers, Modern Curriculum Press materials, and many high interest/low vocabulary books.

Computer software includes programs such as Print Shop, Cannons, Ducks, Words at Work: Compound It, Words at Work: Suffix Sense, Fact or Opinion, Content Clues, Dataquest: The fifty States, Sound Tracks, Energy House, First Letter Fun, Where in the World is Carmen SanDiego?, School Utilities, Paint with Words, Word Wizards, Word Herd Sound-Alikes, Tales of Mystery, Adventures in Microzone, Word Blaster, Jenny's Journey, Word Munchers, Pets Limited, Oh Deer, Oregon Trail, Odell Lake, Mind Puzzles, Words at Work (Contractions and Prefixes), Market Place, Those Amazing Reading Machines, Phonics Prime Time IV, Spelling, Elementary Language Arts, Guessing and Thinking, Puzzles and Poster, and Sky Lab.

ORGANIZATION: She teaches six 40-minute periods daily and has a daily preparation period.

She is well-organized and the students know the routine. The assignments and what they will be working on are written on the board for each class each day. Her assistant takes the roll call silently each period and work begins immediately. She has clear, carefully laid out plans and always knows what objective she is working toward.

She usually does a warm-up activity and then divides the students into groups (predetermined by her) for the day's work.

It is a pull-out program. The student/teacher ratio is 8:1. She serves 75-90 students.

Skills groups are flexible and change daily according to the activity planned and the skill being targeted. She does some one-on-one as needed. She allows occasional friendship groups with contingencies for which students are held accountable.

MANAGEMENT AND EXPECTATIONS: She maintains excellent control, monitors continually, and always knows what is going on in every corner of the room. She wastes no time and allows no time to be wasted by her students; everyone is on task.

She is very energetic, enthusiastic, and positive with her students. She gives much verbal reinforcement.

She holds them accountable for their work and their classroom behavior. The entire school uses an Assertive Discipline Plan.

She sets high expectations for her students, guides them toward those, and is consistent.

PHYSICAL ENVIRONMENT: Desks are arranged in rows, but frequently moved. There are three work tables at the back of the room. There are chalkboards on two walls and bulletin boards on two. The teacher's desk and the aide's desk are on the side of the room and the computers are along the wall behind those desks. The only windows are in the back corner of the room, but the room is well-lit with fluorescent lights.

The room is rich in language and visual stimuli. The walls are covered with interesting, fun, and colorful clusters of vocabulary words and bulletin board displays having to do with reading, language, and values. The room abounds with reading materials.

INSTRUMENT FOR ASSESSMENT: The Stanford Diagnostic and the Britton IRI are used for screening.

The CAT is given pre and post for evaluation.

OBJECTIVES: Her primary objective is to get students to grade level and exited. She works on comprehension because she wants them to become proficient in interpretative level comprenension. She also teaches study skills because she wants them to be successful in the mainstream classroom.

ALICE OTT MIDDLE SCHOOL (David Douglas School District)
Portland, Oregon - Multnomah County
Teacher: Lyn Bittleson, 252-2900, Ext. 400
Coordinator: Dr. Rich Cole, 252-2900

DEMOGRAPHICS: David Douglas School District is a suburb of Portland on the east side of Multnomah County. The district enrollment is 6,000 and the enrollment at Alice Ott Middle School is 412. The turnover of students is 30 percent.

The cultures represented at Alice Ott Middle School other than Anglo-American are American Indian, Gypsy, Laotian, Vietnamese, Cambodian, and Romanian. In the morning these students go to an ESL program at another school in the district.

The socio-economic range is a mix from the very wealthy to those on some kind of public assistance. Twenty-one percent receive free lunch, eight percent receive reduced lunch, and they are implementing a program to serve breakfast.

STAFFING: The teacher has endorsements in Reading, Language Arts, and Social Studies. She has taught Chapter 1 for 13 years.

There are three instructional assistants. One works six hours daily and has seven years experience. One works six and one-half hours daily and has four years experience. One works eight hours daily and has 10 years experience.

The teacher does whole group instruction. The instructional assistants work with five students or fewer each class period.

PARENT INVOLVEMENT: She assigns homework regularly and students and parents are informed that it must be completed or the student will stay after school to complete it.

There are some parent volunteers who do things like listen to the students read.

Conferences are held and progress reports are sent home twice yearly.

She makes phone calls and reports that she has interaction with 90 percent of the parents.

There is an annual Chapter 1 meeting for the entire David Douglas School District which is held in conjunction with the Educational Fair.

INSTRUCTION: Instructional emphasis is placed on comprehension skills and they hit hard on things such as sequencing, cause and effect, predicting, drawing conclusions, and deductive reasoning.

One method which she employs is to assign parts of plays to certain students who take it home and preread it. They then read the parts in class while the other students follow. They then discuss the play in depth, getting into characters' feelings, motivations, plot, etc. They follow up with a worksheet.

She does much whole group instruction and activity, but they work independently on follow-up activities. She monitors closely and gives help as needed.

She is an upbeat, energetic lady who sets a lively pace for her students. She keeps them moving, involved, and on task. There is no time wasted or off-task behavior.

She uses Cooperative Learning for problem-solving and decision-making.

COMPUTER-ASSISTED INSTRUCTION: There is no computer-assisted instruction in the Chapter 1 room, but they sometimes go to the computer lab.

MATERIALS: The materials used are Scott Foresman's Sights and Sounds, Rally A Reading Program, Plays, Enjoying Literature, Introducing Literature, Tempos-Patterns (4th grade level), Nature's Wonders; Scholastic: Scope, Reading for Concepts, Crosswinds I and II; Houghton Mifflin: Vista, Sprint Reading Skills books, and plays.

The primary software used is Bank Street Writer, Print Shop, and Print Master.

She has referenced all materials by level and skill.

ORGANIZATION: She has eight, 42-minute classes per day.

Classes seem to be very well organized. The students come in, get their papers, and begin work.

They do vocabulary, a study guide, and read chapters. The emphasis is on higher level thinking skills.

She has excellent control, her pacing is rapid fire, and everyone is on task.

The teacher/student ratio is 16:1. The instructional assistants work with small groups of five or fewer. They serve a total of 153 students. They are grouped in classes by grade level. She serves some ERC students, but not many.

She does mostly whole group instruction, but there is lots of independent activity and some one-on-one as the need arises. She uses the overhead projector a lot.

Each student keeps a monthly assignment sheet which they fill in daily and she initials.

MANAGEMENT AND EXPECTATIONS: She is efficient, well-organized, and totally positive and good-humored. She gives much verbal positive feedback, and gives stickers for successfully-completed work. At the end of the class period, a piece of candy is passed out to the class when everyone has been on task. Sometimes they give applause for things well done.

She has them into a good routine and seems to always be aware of what is happening. She has control; she is firm and fair. She respects and likes her students and they seem to respect and like her.

She challenges them and asks them to do things they CAN do successfully, even though they may be difficult.

PHYSICAL ENVIRONMENT: It is an older, high-ceilinged, carpeted room. There are windows all along one wall and a double bank of fluorescent lights. The desks are in five rows of five. The teacher's desk is in front at the side of the room. The room is colorful and bright with bulletin boards related to values and reading.

INSTRUMENT FOR ASSESSMENT: The CAT vocabulary is used for screening and the comprehension is used for evaluation.

OBJECTIVES: Her objectives are to give her students the capabilities to be able to achieve their potential and feelings of self-worth.

TALMADGE MIDDLE SCHOOL
Independence, Oregon - Polk County
Teacher: Barbara Bearse (deceased)
Coordinator: Jan Burks, 838-0030

DEMOGRAPHICS: Independence is a small farming community located approximately 15 miles west of Salem. The school district takes in Monmouth, Independence, and the surrounding farm areas. The district enrollment is 2,216. The cultures represented are Anglo, Hispanic, Microasian, Native American, Black, and Saudi Arabian. There is an ESL program for the Hispanic children. The interviewed teacher stated that there is a big mix of very poor and very wealthy, with a small middle class.

Talmadge Middle School has an enrollment of 535. There are 156 on free lunch and 44 on reduced lunch.

STAFFING: The teacher has a master's degree in Handicapped Learning. She also has junior high certification in Language Arts, Social Studies and Library, and a reading endorsement. She has five years experience teaching math and twelve years in Chapter 1. She is .5 FTE Chapter 1 and .5 FTE sixth grade block.

She has no instructional assistants.

PARENT INVOLVEMENT: One parent volunteer comes in twice weekly. She tried to get others, but they are not consistent. She has some conferences every couple of weeks. She also conferences with the students' other teachers twice weekly. She has one official parent meeting each school year, but the turnout is not good. She makes phone contacts on a regular basis, making an average of five phone calls per week. Homework assignment sheets are signed by the parent when the assignment is completed.

INSTRUCTION: She does some whole group instruction and uses the board and the overhead projector. Much of her time is spent in monitoring what the students are doing. The day of the observation, it appeared to be much like a study hall and everyone was doing different things. Some students do math while others do reading. She gives assistance as needed and keeps individual folders on each student.

She does lots of creative writing, especially with sixth-graders. They were working on visualization and descriptions.

They do sustained silent reading on a regular basis.

She uses "Cougar Tracks" which are forms on which the assignments are written by the student and signed by the parent when completed.

She gives lots of written work for practice.

COMPUTER-ASSISTED INSTRUCTION: Computers are used for drill and practice in math, but are currently not used in the reading program.

MATERIALS: The district Basal is MacMillan. She works in this with the sixth- and seventh-graders, but uses a literature program with the eigth-graders.

Some of the materials she uses are: New Practice Readers, Multiple Skills, Some Super Stories, Major Sports, Cloze Connection, Quest, Triple Action; novels such as: The Ape Inside Me and Sometimes I Think I Hear My Name, SLAM, Electric Drill, SRA, and Specific Skills Series.

There are some MECC programs for the computer, but they are mostly math-oriented.

She uses the Fry Scale to check readability.

She is given $100 annually for supplies and materials.

ORGANIZATION: The day is organized into 42-minute periods. Classes meet five times weekly. The program is mostly pull-out, but she does go into some classes and give assistance to students after they have received the instruction from the classroom teacher.

The grades are mixed and students come pretty much when it fits into their schedule of classes. Students are never pulled from math or language arts. The parents choose which class the students will be pulled from so it is pretty mixed.

She has one guide group with 17 students, two Chapter 1 groups each with 17 students, and one group of four. When she goes into the classes to give assistance, these four go with her.

They do a mixture of math and reading skills. They do an SRA nearly every day and then follow up with a group activity with vocabulary or comprehension. After this reading activity/skill lesson, she works with them on "reteaching" things taught in the classroom and giving assistance with assignments.

Children who are getting migrant services or IEP services are rarely served by Chapter 1. However, each case is reviewed and some exceptions are made.

She conferences with the students as well as with their parents, teachers, the counselor, and the vice-principal.

MANAGEMENT AND EXPECTATIONS: She uses a token system and the tokens are drawn for books.

She listens to her students and seems very aware of their needs. She obviously respects them and likes them. They seem to like her. She is very positive and gives them choices.

There is detention, in-house suspension, and Saturday school.

She holds them accountable and expects them to do their best.

The observation showed some students very on task, some wasting some time, and some wasting a lot of time. The student teacher ratio is quite large, 17:1.

PHYSICAL ENVIRONMENT: It is a good-sized room with one small window at the back of the room near the teacher's desk. There are four banks of fluorescent lights. The desks are arranged in five rows of five. There are many posters, charts, etc., around the room.

INSTRUMENT FOR ASSESSMENT: The CAT is used for eligibility, as well as for evaluation. She also likes to use the Gates-MacGinitie, the Woodcock Johnson, an IRI, and Key Math. The whole district uses VEC.

OBJECTIVES: Her primary objective is to improve self-concept and increase self-esteem--to have them believe they are worthwhile and can succeed. She seeks to create an environment in which they are willing to ask questions, to put out effort and try. She wants to increase their skills and have them gain organizational skills.

PONDEROSA JUNIOR HIGH SCHOOL
Klamath Falls, Oregon - Klamath County
Teacher: Brant Baldini (Currently Principal at Riverside), 883-4768
Coordinator: Cindy de Rosier, 883-4700

DEMOGRAPHICS: Klamath Falls is located in south-central Oregon. The district enrollment in grades K-8 is 2,060. There are six elementary schools, five of which have Chapter 1 programs. There is one junior high and two high schools. There is a Bilingual Migrant Program (Spanish), but the predominant language is English. The Title IV program has been cited as outstanding in the state. There is a large Indian population. There is a wide socio-economic range from wealthy to migrant. District-wide there are 41 percent on free and reduced lunches.

Ponderosa has an enrollment of 450.

STAFFING: The instructor in this program has a master's degree in Elementary Education and a standard reading endorsement. He has 10 years experience in Chapter 1.

There are three instructional assistants--two full-time and one half-time. They are all experienced, the longest having 13 years in Chapter 1.

PARENT INVOLVEMENT: Mr. Baldini has tried to hold three to five meetings per year. There is always a meeting at the beginning of the year to explain the program. The district has a Parent Resource Center to make games for special needs of children. Information is sent home explaining the program and getting permission from parents.

INSTRUCTION: Some whole group instruction is done in groups of five to eight. Some individualized work is done with the instructional assistants. An ITIP model is used which incorporates much active involvement and responses. They do ability grouping, but it is flexible and changing. They use Peer Tutoring and Cooperative Learning. Activities are varied and Mr. Baldini tries to make things more difficult and challenging as they go along. He does modeling and gives lots of positive feedback.

COMPUTER-ASSISTED INSTRUCTION: They use the computer extensively to reinforce their instructional program. They have much MECC and some Milliken software.

MATERIALS: There is an abundance of materials, such as SRA Lab, Project Achievement, Organizing Information, Modern Curriculum Press, Skill Boosters, Vocabulary Improvement Practice, Specific Skills Series, Reading for Understanding, Interactive Reading Program, Comprehension Practice, Vocabulary in Context, Reading Comprehension Series, Houghton Mifflin, Action, Scope, Superstars, Critical Thinking Materials, trade books, and works by Shel Silverstein.

Computer software includes: Context Clues, Affixes, Comprehension Power, Cloze Procedure Plus, Analogies, Root Words, Suffixes, Fractions, Not Trivia, Pop-R-Spell, Snoopy's Sky Writer Scrambler, Snake-o-nyms & Word Flips, Reading Around Words, Word Challenge, Oregon Trail, Mario Brothers, and Conan.

ORGANIZATION: The total number of students served in the program is 90. Scheduled classes in Developmental Reading have an average of 25 students in each class. This classroom borders on the Chapter 1 room. Students are pulled out and work in the Chapter 1 room with instructional assistants under the teacher's supervision. The ratio is 5:1 or less. They meet five times weekly for periods of 45 minutes.

MANAGEMENT AND EXPECTATIONS: There is a "15-minute rule" which means there can be no interruptions during the first 15 minutes of each period. Classes are structured and assertive discipline is used. There is Saturday school and in-school suspension (this is more of a timeout for out-of-control students).

PHYSICAL ENVIRONMENT: The Chapter 1 room is divided into two almost totally separate rooms which border on the Developmental Reading room. There are no windows, but it is bright and well-lighted.

INSTRUMENT FOR ASSESSMENT: The Stanford and the Durell are used in screening. They consider students who are at or below the 15 percentile. The CAT is used for pre- and post-test scores. They check the items missed and a checklist is placed in each student's file. Aides working with the Chapter 1 students keep work plan sheets for each student which show specific skills, needs, etc. A master list of students is kept and updates are sent on each student on the 20th of each month.

OBJECTIVES: The objectives are to build self-concept and to teach them to read. The teacher's expectation is for them to do the best they can and exit the program as quickly as possible.

LINCOLN PARK ELEMENTARY
Portland, Oregon - Multnomah County
Teacher: Toni Gula, 252-2900, Ext. 442
Coordinator: Dr. Rich Cole, 252-2900

DEMOGRAPHICS: Lincoln Park Elementary is part of the David Douglas School District located in east suburban Portland. The enrollment in the district is 6,000. The cultures represented are Hispanic, Asian, Vietnamese, Black, Romanian, Chinese, and Hawaiian.

Lincoln Park Elementary has an enrollment of 545 in grades K-6. Free or reduced lunch is received by 65 percent of the students. There is an ESL program in the school. Students who begin in the ESL program move from there into Chapter 1.

STAFFING: The teacher works .62 FTE. She has a Reading Endorsement and has worked in Chapter 1 for nine years. Prior to that she taught first grade for two years and second grade for six years.

There are two instructional assistants. One works three hours daily and has 14 years experience in Chapter 1. The other works two hours daily and has 18 years experience in Chapter 1. She started as a volunteer.

PARENT INVOLVEMENT: They send home a handbook with suggested activities, invite parents in for visitations/observations, hold conferences, have a "Back to School" night and an Open House, and put articles in the school newspaper (four or five yearly). They have one district meeting each year. It is held on a Saturday in conjunction with an Educational Fair at which they give home activities.

INSTRUCTION: The teacher is very adept at keeping the students actively involved and keeps them reading and responding in very non-threatening ways. She continually interacts with her students giving them abundant encouragement, assistance as needed, and positive feedback.

Flexible grouping is used, moving children according to need for skills instruction. The children come to the Chapter 1 room by grade. She and her assistants trade groups part-way through the period. The transitions are smooth and orderly. Some one-on-one is given as needed. The teacher listens to them read one-on-one and uses this as part of diagnosis.

A lot of "language experience" is done and parent volunteers are used to edit and publish student books.

Vocabulary words are taught in sentences and much discussion is done to reinforce understanding of meanings.

Dictation is used to increase auditory skills and memory.

A skill is taught and the students are given a worksheet which reinforces and gives practice of that skill. Phonics skills are taught.

Some children use bookmarks to follow the lines.

The children are asked to make predictions and use their schemata, and comprehension checks are done.

An emphasis is placed on reading for pleasure. The children set success goals and are given incentives.

COMPUTER-ASSISTED INSTRUCTION: There is no computer instruction in the program at this time.

MATERIALS: The district Basal is Scribner.

The Chapter 1 program is skills-based and uses materials such as: Recipe for Reading, Merrill Linguistic Readers, Arthur Adventure Books, I Can Read Books, Learning Links, Literature and Critical Thinking, Developmental Learning Materials, Novel Ties and Back to Basics. Patterning sheets are also used. They have used Success in Reading.

Materials are chosen carefully for each group.

ORGANIZATION: She teaches the same sounds the students are working on in their classrooms. She uses Scribner's Progression for Sounds sequence and keeps track in a notebook.

The most students in the room at any given time is 12. The teacher works with groups up to five; the assistants work with groups ranging from two to five. However, she tries to keep the ratio 3:1 by using herself, her assistant, and scheduling independent activities. There was some "round robin" reading within the groups.

This year 60 students are being served. Last year 90 were served, but there was an $11,000 budget cut.

It is a pull-out program. The classes meet daily for 30-minute periods.

Plans are written for each group and are kept with the instructor. Frequent notations were made.

The children come in nicely and go right to work without any confusion or time wasting. Each child has a notebook which is kept on a shelf. He/she is responsible for returning it to the correct place at the end of the period.

MANAGEMENT AND EXPECTATIONS: The staff is very positive and upbeat and holds high expectations for the students. The teacher is totally positive. She listens to them and engages them in conversation. There is, however, no time wasted. They are challenged and they participate in the selection of the trade books which they read. Stamps and stickers are used for reinforcement. The students were actively involved and on task and were managed nicely, but firmly. There were no discipline problems.

PHYSICAL ENVIRONMENT: The room is a nice size. Dividers are used to separate it into three work areas. Each area has tables, chairs, and a chalkboard. Everything is well-organized. There is a couch in a "reading corner."

The room is well-lighted and has windows on one side.

The room is colorful and has attractive, relevant bulletin boards.

INSTRUMENT FOR ASSESSMENT: The teacher said her first objective is to have the students experience success, to build in them a willingness to take risks, and to have them feel good about themselves. She said she wants to give them the ability to use phonics as a tool, to have understanding of what they read, and to find reading fun and enjoyable.

MAY ROBERTS SCHOOL
Ontario, Oregon - Malheur County
Teacher: Marianne Burrows/Joan Baugh, 889-5379
Coordinator: Vernon Vasholtz, 889-5374

DEMOGRAPHICS: Ontario is a community of approximately 10,000. The school district has an enrollment of 2,500. It is a farming community located in Eastern Oregon near the Idaho border. The cultures present are Anglo and Hispanic, and the languages spoken are English and Spanish. The district includes six elementary schools, one junior high, and one high school. The tax base is $12.38 per 1,000 and the district per pupil expenditure is the second lowest in the state.

May Roberts School has an enrollment of 260. During the 1988-89 school year, they had 134 migrant students. There is an ESL program for migrant students. They had 162 students getting free lunch and 32 getting reduced lunch.

STAFFING: One teacher in the program has a Reading Endorsement and has taught Chapter 1 for three years. Prior to that, she taught kindergarten in a private school, first grade for six years, and migrant kindergarten for 11 years. She works 1.0 FTE. The other instructor also has a Reading Endorsement. She works .5 FTE in Chapter 1 doing the "Writing to Read" program and .5 FTE in the migrant program. She has taught Chapter 1 for seven years.

There are two migrant aides working with students on language, but there are no Chapter 1 aides.

PARENT INVOLVEMENT: Parent conferences are scheduled twice each school year. Some parents drop in at various times. One meeting is held in the fall.

INSTRUCTION: There is much direct instruction which uses an ECRI (Exemplary Center for Reading Instruction) approach for comprehension and vocabulary development. An emphasis has been placed on vocabulary.

The ECRI method includes much positive feedback, active student involvement, rapid pacing, and on-task behavior. Some timing is used.

They work on semantic mapping, predicting, and development of other techniques to improve comprehension skills.

Story frames are used by first putting in stories from the readers, and then having students do their own stories which are put on the computer.

For 15 minutes they do independent reading. The teacher keeps a chart on what the students have read.

Some cooperative learning activities are done, especially on the computer. Some one-on-one instruction is done on the computer.

Some games are used to reinforce skills after initial instruction has been given and the students have had an opportunity to work with the skill.

Manipulatives and computers are used to back up instruction.

Students are grouped by reading levels within a given grade level.

Students do some practice tests to familiarize themselves with the format and testing procedures.

COMPUTER-ASSISTED INSTRUCTION: A heavy emphasis is being placed on the computer program "Writing to Read," which is designed for use with first-graders.

MATERIALS: The district Basal is MacMillan.

The district office acts as a library for materials. The Chapter 1 teachers sign out whatever they want and do a lot of trading around as needed. They have a vast array of materials on hand, such as: Sunshine books, Storybox Readers, Rookie Readers, First Start Easy Readers, Reader's Digest Skill Builders, New Practice Readers, Specific Skills Series, Primary Reading Series, Monster Books, Troll Easy to Read Mysteries, Troll: I Can Read About, Pacemaker Paperbacks, Thunder & Dinosaur Books, Benefic Press: Horse & Heroine & Others, Pal Paperbacks, Blue Bug, City Kids, Critterland Adventures, Word Bird, Reading Research, Shel Silverstein books, Reading Dimension Extenders, The Reading Well, Pattern Books, Tapes, Reading for Concepts, Dell Paperbacks, Apple Paperbooks, "Read to" books, Big Books (Ginn), Golden Books, phonics games, Spring, many individual copy story and literature books, and many others.

ORGANIZATION: The program includes some pull-out and some push-in. They use a weighted scale and determine where the child will best be served. They consider children from the fifth stanine down. In the sixth grade, the ratio is 8:1; in the fifth grade and lower it is 5:1. The program operates five days per week for a period of 30 minutes per day and serves 54 students.

They have weekly written communication with the classroom teachers and sometimes meet with individual teachers. They plan to back up what is being taught in the classroom.

MANAGEMENT AND EXPECTATIONS: The teachers hold high expectations for their students and give much positive reinforcement. There is an all-school project called the TEAM Club, which stands for "Targeting Excellence at May Roberts." Also the Chapter 1 teacher indicated that lots of hugs were given, some stickers are given on their writing, pencils are given out for various things, and they get "Sunshine Slips" (also a school endeavor). They are put into a box and they have drawings for prizes.

PHYSICAL ENVIRONMENT: The room of the full-time Chapter 1 teacher is a very small concrete block room with no windows. It has a chalkboard on one wall, a mural by the students on one wall, and a bulletin board on one wall. There are three banks of fluorescent lights.

There is a kidney-shaped table in front of the chalkboard. A computer sits on a table in front of some bookshelves which act as a divider between the teacher and Chapter 1-M aide.

The other room, which is part-time Chapter 1 (Writing to Read) and part-time Migrant Education, is large and filled with computers and colorful, interesting things.

INSTRUMENT FOR ASSESSMENT: They use the Metropolitan Achievement Test and look at every child below the fifth stanine. The pretest and posttest are the Gates MacGinitie Comprehension.

They give an IRI and Learning Styles Inventory to each student.

OBJECTIVES: The teachers set high expectations for their students. The teacher being interviewed said objectives are "to really respect the children so they can trust you and believe in themselves, show real caring, be an advocate for them with the classroom teacher, show that mistakes are a part of the learning process, help each student reach his/her potential."

WESTMORELAND ELEMENTARY
Eugene, Oregon - Lane County
Teacher: Ann Fidangne, 687-3373
Coordinator: Nami Bolton, 687-3460

DEMOGRAPHICS: Eugene is a community of approximately 106,000. The school district has an enrollment of 17,000 and a certified staff of 1,200. Twenty-six percent of the residents have an annual income of less than $7,500; 12.5 percent of the school children receive Aid to Dependent Children. Lane County has 8.6 percent unemployment. In 1985-86, there were 850 children in Chapter 1 in grades K-8. Chapter 1 funds are allocated by test gains. Better gains get less money.

Westmoreland Elementary has an enrollment of 340 in grades 1-5. This figure includes two classes for handicapped and a preschool class. It is the seventh-largest school in the district.

Westmoreland is a targeted school. It has a breakfast program and 85 percent of the students get free or reduced-price lunch. It has an NEA grant for at-risk (RESCUE) students in kindergarten and first grade, and it has a latchkey program.

It has a transient population with 33 percent moving in and out during the school year, and 50-52 percent during the summer.

There are 50 nationalities represented in this school, with one in six of the students coming from one of 18 different foreign countries. The school has an ESL program.

STAFFING: The teacher has a master's degree in Special Education, and a Reading Endorsement. She has 13 years teaching experience mostly in Special Education, with two years in Chapter 1. She works .7 FTE.

There are two instructional assistants, each working six hours daily. One started as a parent volunteer and has been in Chapter 1 for eight years. The other has two years experience in Chapter 1 which was preceded by two years working with hearing impaired. Their responsibilities include small group instruction (Distar) and one-on-one assistance.

PARENT INVOLVEMENT: They depend upon parent support for their homework program. The assignment is sent home on Monday and is signed by the parent upon completion. The children are rewarded for returning the completed, signed work by earning computer time. The teacher reports that it works very well.

They schedule two Chapter 1 parent nights each school year. They make them "hands-on" evenings that give parents some training and practical ways to help their children at home. They sometimes create games, show them the purpose for them, and how to use them.

They also hold parent conferences and publish a monthly column in the school newspaper.

INSTRUCTION: There is much direct instruction, mostly Distar, Learning Mastery.

The skill groups are set throughout the year. On occasion, the teacher will switch with the aides, but for the most part, she works with the larger and/or lower groups. The teacher instructs groups of five while an aide monitors.

Constant positive feedback is given.

The students are actively involved doing oral reading and giving overt responses, both individually and as a group.

The pacing is rapid. There is no slack time and no time wasted either by students or instructors. Everyone is on task.

They use a precision reading-type technique to reduce oral reading errors. They also do timed readings, and even when a passage is read error free, they are asked to re-read it for fluency.

The aides do some one-on-one instruction, particularly with mid-year arrivals who don't fit into one of their skill groups.

There is some peer tutoring.

COMPUTER-ASSISTED INSTRUCTION: There are some MECC programs, but the computer is used mainly for math drill and practice.

MATERIALS: The primary materials used in this program are Distar I and II, Distar Spelling I and II, Reading Mastery III and IV, Multisyllabic Word Program, Reading for Concepts, and library books.

The Basal is Ginn, 1989 edition.

Readability is checked by the teacher using the Fry scale.

ORGANIZATION: The type of model used depends upon the teaching style of the classroom teacher. There is some in-class instruction which is referred to as "pull-back." Other classes are served with a pull-out model.

The program operates four times weekly in periods of 25 minutes each and serves 50 students.

There are never more than eight students with the teacher and never more than 5:1 with the aides.

MANAGEMENT AND EXPECTATIONS: Abundant positive reinforcement is used.

The students are kept on task and held accountable for their work and accuracy. They are praised, encouraged, and reassured.

PHYSICAL ENVIRONMENT: The Chapter 1 room is large and bright. It has off-white walls, three banks of fluorescent lights, and two walls of windows which go clear to the ceiling.

There are three separated work areas in addition to an independent work table and a computer corner.

The room sports some plants and bright, colorful bulletin boards, as well as posters and charts.

INSTRUMENT FOR ASSESSMENT: The CTBS is given in the spring. These scores are used for doing an assessment in the fall by the Chapter 1 staff. At this time, other criteria such as teacher recommendations are considered. In the fall of 1989, all students were tested using a timed reading sample from the Ginn Basal which the district is using.

OBJECTIVES: The teacher expresses her program goals as "to take each student where he/she is in skill development and teach those skills which each needs to function at grade level."

FORT VANNOY SCHOOL
Grants Pass, Oregon - Josephine County
Teacher: Betsy Farman, 479-4440
Coordinator: Paul Lindquist/Jeanette Campbell, 476-7721

DEMOGRAPHICS: Josephine County is located in southern Oregon and the mainstay of its economy is logging. The population is predominantly English-speaking Anglo. The Josephine County School District has a student enrollment of 5,600. Some schools in the district have up to 60-70 percent of students on free and reduced-price lunch.

Fort Vannoy School is located five miles west of Grants Pass. It has a student enrollment of 362 in grades 1-5. Thirty-four percent of the students are on free or reduced lunch.

STAFFING: The teacher has a Handicapped Learner Endorsement from the University of Idaho in this Chapter 1 program. This is her second year of teaching. Previously this program was a more skills-based program for two of the three years for which data was taken for this study. Jeanette Campbell, the Chapter 1 Coordinator, taught the program prior to Betsy Farman.

There is one full-time instructional assistant who is new to Chapter 1 this year. She had previously been a classroom aide. She works with small groups and with one-on-one.

PARENT INVOLVEMENT: Overall across the district, they feel they have good parent involvement. There are two scheduled conferences per year. However, they have an "open-door policy" and make many phone contacts. They hold at least two meetings each school year and may schedule others if a need appears. They use curriculum-based assessment and progress reports are sent with the report cards.

They screen children with the Santa Clara Perceptual Chart, do a first-grade orientation and have a preschool packet which is sent home each month for those children targeted for early intervention. Chapter 1 serves the first-graders who are targeted by the home/school teachers by this program.

INSTRUCTION: She runs a Whole Language program and uses some Success in Reading.

She conferences with each student, which includes listening to each read, discussing the passage, asking for predictions, and for a narrative. She emphasizes verbalization and visualization checking on things such as what, when, size, background, shape, movement, number, mood, color, perspective, where, and sound. She shows pictures and they talk about them. She uses Shadow Reading. If the child misses a word, she tells the word; she does not teach specific sounds or word attack skills. A book is read many times. If a student has difficulty, the teacher reads the page, then they read it together. The teacher points to each word as she reads. She reads to her groups. She reads some linguistic-type materials (word families/pattern words) to them; they re-read them in different ways such as solo, choral, etc.

Students are monitored closely and she is always involved with her students.

The teacher gives constant positive feedback.

COMPUTER-ASSISTED INSTRUCTION: There are two computers in the Chapter 1 room, but they are not used as part of the Chapter 1 Reading Program. They are used for math.

MATERIALS: She uses the Ready-Set-Go books, Visualizing and Verbalization Techniques, Success in Reading and Writing, newspapers, magazines, charts, labeling, trade books, library books, Read-Aloud books and tapes, Big Books, and Nellie Edge Books.

Books are chosen by the child's interest and comfort level and children are taught to use the "rule of thumb" when making their selections.

The Basal is Scribner.

ORGANIZATION: The students come by grade. The instructional assistant usually does one-on-one, but sometimes they trade and the teacher does this while the assistant takes the group.

Plans are written in a plan book and she writes logs after each group.

It is a pull-out program which meets 30 minutes per day, five times per week. The student teacher ratio is 5:1. They serve 10 groups each day (some of this is math).

The first 15 minutes is reserved for phonics or a study skill lesson. The last 15 minutes is reading, conferencing, and visualization. The instructional assistant may pull a student for Curriculum Based Assessment. On Fridays they do the Writer's Workshop.

The Curriculum Based Assessment consists of a one-minute timed, oral reading during which the teacher marks errors. She then discusses it with the student, praises, talks about phrasing, punctuation, etc.

MANAGEMENT AND EXPECTATIONS: There was very good student participation. She keeps them pulled into the group activity.

Last year, she used a point system incentive program, but she is not using it this year. Instead she tries to instill enthusiasm and develop within them an intrinsic plan for learning. She feels it is working fine.

She is very pleasant, but firm. The rules are posted: (1) treat others with kindness and respect; (2) be ready to work on time; (3) bring pencils. She is very nurturing, positive, and soft-spoken. She is very expressive, gets dramatic, and incorporates the use of imagination. She has good interaction with the students and they frequently give her hugs on the way out.

PHYSICAL ENVIRONMENT: It is a small room painted light yellow. There are no windows, but two banks of fluorescent lights. There is one six-sided table and a reading corner with a rug and huge cushions. There are bookshelves

along two walls and computers along one wall. The teacher's desk is up against the wall. One divider on wheels separates the group table from another small work area with a table and chairs. There is not much up in the way of bulletin board displays, but there are many charts hanging from coat hangers on wires; they are, however, too high to be readily seen by the children.

INSTRUMENT FOR ASSESSMENT: For eligibility they use the vocabulary subtest on the Metropolitan Achievement Test. For evaluation they use the comprehension subtest.

OBJECTIVES: The teacher's objective is to "turn them on to reading and instill a love of reading while teaching them to read."

The district Chapter 1 goals are: (1) Each will display an NCE gain of five points as measured by the Metropolitan Achievement Test; (2) first-grade students will show an average gain of 25 points of their total Santa Clara RDP5 Profile; (3) preschool students will show an average gain of 25 in motor-coordination, visual motor performance, visual perception, visual memory, auditory perception, auditory memory, and learning development as measured by the Santa Clara.

EAST SUTHERLIN PRIMARY SCHOOL
Sutherlin, Oregon – Douglas County
Teacher: Ken Mann, 459-2912
Coordinator: Jo Ann Rochester, 459-3688

DEMOGRAPHICS: Sutherlin is a small rural community of mostly lower middle class Anglo-Americans. It is located in Southern Oregon and the primary industry is logging. The district enrollment is 1,382.4. There are 498 low-income students in the district. There are Chapter 1 programs serving grades 1-6.

STAFFING: The teacher has a Reading Endorsement from the University of Oregon and has 20 years of teaching experience. He taught fifth grade for twelve years and has taught Chapter 1 for eight years. He was in a program serving grades 4-6 for three years and has been in the program serving grades 1-3 for five years.

There is one full-time aide who has been a full-time assistant in Chapter 1 for 14 years. There is another .60 FTE aide who has eleven years of experience in Chapter 1. She works three days weekly in the reading program. They work with small groups (two or three) and do some one-on-one instruction and assistance.

PARENT INVOLVEMENT: They send home Dolch words (five at a time for first grade, 10 at a time for second and third grade). When they have mastered the sight words, they send home vocabulary lists from the Basal. When the lists come back signed by the parents to show mastery, the children receive stars and rewards. They also have a system in which parents are asked to sign off when the child reads to the parent and/or when the parent reads to the child.

He asks for volunteers each year and has had some in the past, but did not have any during the 1988-89 school year.

One of his goals is to conference with each parent at least once each school year.

He has a parent meeting in the fall as this has been the most successful for him. He plans some activity/program to increase interest and attendance.

He makes phone calls to parents and sends notes home, as well as certificates for special accomplishments.

INSTRUCTION: He used to use "Back to Basics" and still uses some part of it, particularly games which reinforce the sounds being taught. He uses a lot of learning games. Once or twice weekly whole group sessions are begun with "Signs for Sounds", which is an analytic phonics program. The chalkboard is used extensively and there is lots of modeling by the teacher and aides. The students are always actively involved and are continuously getting and giving feedback. Whole-group instruction is usually limited to six students, and the teacher and both aides work with the group and monitor them. The program is hard hitting on phonics generalizations, sounds, and sight words. Students

are taught to proof their own work. Students are responsible for bringing what reading they are working on to the classroom and they are given assistance where they are struggling.

COMPUTER-ASSISTED INSTRUCTION: There is no computer-assisted instruction in the program. Each classroom has two or three computers. The Chapter 1 program has Systems 80, but indicated that it is seldom used.

MATERIALS: The classrooms are using the Scribner Basal. The Chapter 1 program teaches the vocabulary for Scribner. The materials which they use are: Signs for Sounds, Super Reading, trade books, games, flashcards, read-along books with tapes, and Back to Basics.

All of the trade books on the shelves were labeled by reading level (i.e., easy 1st, hard 1st).

ORGANIZATION: Students are grouped according to grade and skill level. Groups consist of two students for the assistants and four for the teacher. Each of the three staff works with a specific group. They practice sight words, do a phonics lesson using Signs for Sounds, listen to oral reading, and ask literal and inferential comprehension questions.

Daily plans are written for each group. There are nine periods daily with three groups each period.

It is entirely a pull-out program which serves 70 students. Periods are 30 minutes long. Reading is done three times weekly and math is done twice weekly.

MANAGEMENT AND EXPECTATIONS: There is constant teacher/student interaction and the students were all on task. There was no time being wasted.

They use an assertive discipline plan augmented with a behavior modification program for "satisfactory behavior." There is an exciting array of prizes for reading 10, 20, 30, 40, and 50 books, as well as star charts and stickers for other contingencies.

Students come in and go directly to their work area unless they have slips to turn in for stars and/or prizes.

If students enter the program as first-graders, they usually exit at the end of that year. If they enter as second- or third-graders, they are usually in longer.

Students are held accountable for their behavior and for their achievement. He expects each to make a year's growth and hopes to have them in the program for only one year.

PHYSICAL ENVIRONMENT: The room is divided into four sections with tables, chairs, and a chalkboard in each area. There are colorful bulletin boards, samples of vowels, numbers, letters of the alphabet, class rules, etc. The room is carpeted and paneled. It has windows on one side. There are three banks of fluorescent lights which run the full length of the room.

INSTRUMENT FOR ASSESSMENT: The SRA is used for pre- and post-evaluation. The 13th percentile is a criteria for eligibility. They also use a weighted scale for determining eligibility and rank ordering according to need. The Sucher Allred Informal Reading Inventory is given three times yearly. In addition to these instruments, each student's folder has a word list from the Scribner series, Back to Basics sounds, and a list of Dolch words which are used to help assess each student's progress.

OBJECTIVES: In this school, the Chapter 1 program is called "Project Catch Up." The teacher stated that his goals are to have students feel good about themselves and to have every student make a year's gain in reading (or math where that applies).

EUGENE FIELD SCHOOL
Silverton, Oregon - Marion County
Teacher: Kirk Phillips, 873-6341
Coordinator: Heidi Schack, 873-5317

DEMOGRAPHICS: Silverton is a small community which is about 15 minutes east of Salem. The district enrollment (elementary) is approximately 1,250 students. The cultures represented in the school are Old Believer Russian, Hispanic, and Anglo. Sixty percent of the children in the district get free or reduced-price lunch.

STAFFING: The teacher has a Basic Elementary Certificate with a Reading Endorsement. He has taught for four years, three years in Chapter 1, and one year in a two-room school in Eastern Oregon where he had eight students from grades 1-4.

The full-time instructional assistant has two years of college in Business Administration. She has been the instructional assistant in Chapter 1 for five years. Prior to that she volunteered in the school for seven years and helped start the TAG program. She also started a cooperative preschool. She does small group and individualized instruction, but all lesson plans are done by the teacher. She also does material preparation.

PARENT INVOLVEMENT: The parent response to Open House is very good, about 98 percent attendance.

Parents are invited to come in as volunteers, but are not scheduled to be in the room at the same time as their own children.

A "game night" is scheduled for parents and their children. An RSVP is requested. This is a hands-on evening during which the parents and children work together to make things, such as flashcards and game boards. The staff assists and shows them how to use the games to reinforce skills at home. Refreshments are served.

At the end of the year, they have an Awards Night. A Certificate of Recognition is awarded to each student in the program for something, and once again refreshments are served. At this time, the program is explained and they ask for input from the parents. Attendance at this is usually around 100, but some of those are students.

A "lesson plan" is sent home weekly and he conferences with the parents after they conference with the classroom teacher.

INSTRUCTION: The program is completely individualized and almost entirely one-on-one instruction. Last year they used 100 volunteers from the junior high, parents, senior citizens, and business men in the community. Approximately 98 percent of the volunteers have no "tie" to the school. The teacher and the instructional assistant do some small group instruction.

The one-on-one easily lends itself to frequent interaction and active participation of the student. Each student is monitored closely both by the volunteer working with that student and by the teacher. There is frequent positive feedback given to students.

A "Speedy Memo" is sent to teachers weekly on which they list skills being introduced, practiced, and/or reviewed. The Chapter 1 teacher then plans lessons for each student which reinforce work being done in the classroom. Skills are taught daily and there is much drill and practice.

COMPUTER-ASSISTED INSTRUCTION: Computers are used by the students for drill and practice of skills being taught and for reinforcement.

MATERIALS: They use the Hosts program. They pay Hosts $1,000 each year to update the software, visit their program, and give technical advice. The initial cost was $14,000.

The district is part of VEC (Valley Education Consortium) which is both criterion and norm-referenced.

The district Basal is Scott Foresman's "American Traditions." The school also uses Success in Reading.

The Chapter 1 room uses lots of high interest/low vocabulary books, Super Books, Specific Skills Series, Primary Phonics, Merrill Publishing Company books, Harper Row, and games.

Much of the software comes from MECC and includes programs such as Paint With Words, Word Wizards, Fun From A to Z, Word Munchers, Words at Work Contractions, Phonics Prime Time, Those Amazing Reading Machines, Prefix Power, First Letter Fun, and Elementary Phonetics.

ORGANIZATION: All of the materials in the room are coded according to level of difficulty and skills taught. It is all on the computer so that for any skill at any reading level the teacher can go to the computer and very quickly determine which materials will address the need.

Every book on the shelves is color-coded according to reading level. Each child has a color spot on his/her folder which indicates which books they are to choose to read.

It is a pull-out program which serves 70-80 students in grades 1-3. It serves the lowest reading group from each class and they come as a group.

The program operates Monday through Thursday for 30 minutes each day. Fridays are used for testing and planning.

The basic plan/routine is 10 minutes of oral reading from a book which interests the student and is at the appropriate level, 10 minutes of vocabulary from the Basal, and 10 minutes of work on a skill. He is careful to target a comprehension skill at least once every week. The volunteer tutor records what is read and asks questions.

They have training sessions monthly for junior high volunteers and three times yearly for adults. They teach things such as how to organize and effectively use various games and activities, how to motivate, and how to keep the student on task.

He communicates with each classroom teacher weekly and coordinates the Chapter 1 lessons with the lessons of the classroom.

Each student has an assigned work station and each volunteer assigned to that student knows where it is. The student's folder is at that place in a holder which hangs on the back of the chair.

In addition to the other records and tests, he keeps an anecdotal file.

MANAGEMENT AND EXPECTATIONS: Everyone is working one-on-one. There is no time wasted. Everyone is on task. There is much positive reinforcement (verbal).

The students and volunteers all seem to know where they are to be and what they are to be doing. Each goes straight to the assigned area and gets right to work without any delay or confusion.

PHYSICAL ENVIRONMENT: The school is an older building with high ceilings and high, large windows. It is lit with fluorescent lights and the walls throughout the building are painted in bright colors. The rooms are carpeted. The Chapter 1 room is large and divided into several work areas by bookshelves. It is light, colorful, and has an interesting array of things around the room.

INSTRUMENT FOR ASSESSMENT: The Gates MacGinitie is given to first- and second-grade students in May as a screening test. The Metropolitan is used for kindergarten.

They use the Student Selection Worksheet (weighted scale) from the state.

The comprehension portion of the Gates MacGinitie is used for pre- and post-test evaluation.

OBJECTIVES: He states his goals as: building self-esteem through love, care, and attention; reinforcing what is taught in the classroom so that students feel successful with their peers in the class; working with the classroom teacher as a team; inspiring children to the love of learning; having them become the "best readers"; believing in themselves and taking ownership of their own learning.